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ABSTRACT

The study described in this report was designed to determine the general perceptions of public librarians regarding school library media specialists and to determine the influence of cooperative ventures on those perceptions. The population studies were randomly selected from all public libraries listed in "Georgia Public Library Statistics, 1989." A survey was designed and mailed to 169 potential respondents. The data collected were tabulated and analyzed using the Statistical Package for the Social Sciences (SPSS) computer program. Chi-square analysis was used to determine the influence cooperation had on the public librarians' perceptions of school library media specialists. Almost three-fourths of the 104 librarians who responded to the survey had previously engaged in cooperative activities with school library media specialists. Only three survey items produced statistically significant results when cross-tabulated with participation in cooperative ventures. It was concluded that public librarians generally perceive school library media specialists as effective educators and skilled library professionals, and that their perceptions were most influenced by the: (1) cooperative planning between school library media specialists and teachers; (2) school library media specialists' involvement in professional associations; and (3) school library media specialists' openness to cooperation with public librarians. The survey instrument, cover letter, and respondents' comments are appended. (20 references) (Author/MAB)

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Public Librarians' Perceptions of School Library Media Specialists

By

Marianna Long Walser

A Scholarly Paper

Presented in Partial Fulfillment
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ABSTRACT

PUBLIC LIBRARIANS' PERCEPTIONS

OF

SCHOOL LIBRARY MEDIA SPECIALISTS

by

MARIANNA LONG WALSER

Purpose

The purpose of this study was to determine the general perceptions public librarians had regarding school library media specialists and to determine the influence cooperative ventures had on those perceptions.

Methods and Procedures

The population studied in this descriptive study was randomly selected from all public libraries listed in Georgia Public Library Statistics, 1989. A survey was designed and mailed to 169 potential respondents. The data collected was tabulated and analyzed using the Statistical Package for the Social Sciences (SPSS) computer program. Chi-square analysis was used to determine the influence cooperation had on the public librarians' perceptions of school library media specialists.

Results

One hundred four surveys (61.5%) were returned. Almost three-fourths of the respondents had previously engaged in cooperative activities with school library media specialists. Only three survey items produced statistically significant results when cross-tabulated with participation in cooperative ventures.

Conclusions

Public librarians generally perceived school library media specialists as effective educators and skilled library professionals. Their perceptions were most influenced by the a)cooperative planning between school library media specialists and teachers, b) school library media specialists' involvement in professional associations, and c) school library media specialists openness to cooperation with public librarians.

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CHAPTER 1

INTRODUCTION

Overview

School library media centers grew out of a relationship that had existed for many years between public libraries and public schools. (Amey, 1974; Shannon, 1991). With the emergence of school library media centers as the major resource for all areas of the school curriculum, the roles of the public libraries and school library media centers and the roles of the respective personnel have become more institutionally specific. However, some overlap of services and collections still exists between the two. Janice Douglas (1990) maintains that the goals of the two institutions are identical, relative to children and are to:

> instill in the child a desire to read and learn; give the child the skills to learn and introduce them to tools and resources; equip them with all they will need to live a productive and successful life. (p. 9)

However similar their goals, the two institutions' approaches to meet those goals are not as similar. According to Haycock (1990), the difference lies in the primary role. The public library is a facilitator for the informal self-education of the individual throughout his/her lifetime. The school library media center is an integral part of the total instructional system, teaching the student

to be an independent locator and user of information. Haycock thinks that the school library media center is closer to being a special library than a public library due to the selectivity of the potential users and the school library media center's direct ties with the goals and objectives of the overall organization. There seems to be a lack of understanding of the role and function of each group by the other.

With increasing budgetary limitations on both public libraries and public schools, sharing of resources will become more necessary. Cooperative efforts, such as Homework Alert in which the school media specialist notifies the public librarians of upcoming student research assignments (Shannon, 1991) is one way to involve the public library in the school program. According to Czopek (1990), public library programs should involve the schools. Without that cooperation, a large number of potential users will be overlooked. The involvement of students in the public library should be encouraged as those young people have the potential to become the voting taxpayers who will support those libraries. Whether through formal or informal networking, the public librarians and school library media specialists can intensify their approaches to their mutual goals by cooperating with each other. To cooperate, each needs to clearly understand the role and function of the

other.

Statement of the Problem

Research indicates that there are many cooperative efforts initiated between public librarians and school library media centers which have met with varying degrees of success (Douglas, 1990; Czopek, 1990; Teahan & Huska, 1990; Grossman, 1990). While there is no lack of research on the efforts, there appears to be deficiency in the area of the perceptions these professionals have of each other.

The purpose of this study was to determine the general perceptions public librarians had regarding school library media specialists and to determine if cooperative efforts between the two groups influenced those perceptions.

The research questions to be considered were:

1. What are public librarians' perceptions of school library media specialists in regard to their roles of educators and library professionals?
2. Do cooperative ventures influence the public librarians' perceptions of school library media specialists?

Significance of the Study

The ability to resource share between libraries is becoming more attainable as the technological advances

become a normal part of the two libraries' resources. As this happens, librarians are better able to envision networking between institutions in the near future. Cooperative activities could greatly expand the available resources and services of each institution.

While there is a lack of research on the perceptions these professionals have of each other, the understanding each has of the role and function of the other impacts the potential success of these cooperative ventures.

This study examined the public librarians' understanding of the role of school library media specialists and the influence cooperative ventures had on those perceptions. This could show areas of misunderstanding which could impact the relationships between the two groups of professionals.

Limitations

This study was limited by the degree of involvement that the survey respondents had had with school library media specialists.

Chapter 2

LITERATURE REVIEW

This review of literature was related to public librarians' perceptions of school library media specialists and how those perceptions were influenced by cooperative ventures between the two groups. The perceptions school library media specialists have of themselves as well as the perceptions held by others in education are discussed. There is an apparent lack of research examining the perceptions public librarians have of school library media specialists. Finally, various existing cooperative ventures are discussed as well as other possibilities of cooperative activities.

Historical Background

Historically, public libraries were the providers of books for the public schools. School libraries grew out of this effort, causing a shift in the role of the public library (Amey, 1974). No longer were the public libraries solely responsible for providing for the informational and recreational needs of the teachers and students (Shannon, 1991). The roles had become more institutionally specific with the passage of time. Amey feels the role of the public library should encompass service to the entire community, a collection of materials of all kinds, an informal role in community education, a location at the heart of community

activity, a collection of recreational and self-educational materials, and an operation as a open, free and voluntary agency. He views the role of the school library as one serving only the students and teachers, an educational role in the community, a formal role in the educational process, a location within the school with emphasis on a curriculum related collection and access limited to the members of the school community.

Fitzgibbons (1989) states that no one library can provide for all the needs of students. However, this was recognized prior to Fitzgibbons's research on cooperation between libraries. In Public Libraries In the U.S.A., a report published in 1876, William Fletcher noted that public libraries were auxiliaries to education. This was followed in 1897 with an American Library Association committee recommending cooperation between the school and public library. The later establishment of libraries in schools came from these early beginnings (Fitzgibbons, 1989).

Roles of Librarians/Media Specialists

Librarians have been slow to recognize and value the roles of librarians in other types of institutions. Fitzgibbons feels this is caused by institutional rigidity; that librarians believe their users are the most important. These territorial and self-preservational attitudes, according to Fitzgibbons have developed into barriers to

cooperation. Fitzgibbons reports that Augusta Baker views an elimination of the artificial lines around what is considered the main role of the public library (culture and enjoyment) and the main role of the school library (learning and instruction) as a major step toward cooperation between the two. Establishing and maintaining open lines of communication along with planning and a formal cooperative process with administrative support would generally lead to success in cooperative ventures (Fitzgibbons, 1989).

The importance of communication in the cooperative process is underscored by Billman and Owens (1985/86). Diana Young (1979) writes that "communication is the most important single factor in cooperation" (p. 104).

Information Power: Guidelines for School Library Media Programs (1988), delineates three basic roles with overlapping functions for the school library media specialist: information specialist, teacher, and instructional consultant. (Walker, 1988).

Hauck and Schieman found in a 1985 study (Aaron & Scales, 1987) a random sampling of teacher-librarians ranked three role categories highest. They were involvement in curriculum and instruction, utilization and promotion, and information services.

According to Miller (1982), there is a lack of agreement among media specialist themselves as to their major role. The various roles include teacher,

administrator, and technological resource person for teachers.

The varying self-perceptions extend to the title of the individual--library media specialist or librarian? (Ely, 1982).

Library Cooperation

The lack of general role consensus is apparent. With this in mind, an understanding begins to emerge with regard to the general lack of role perception on the part of those outside the school library media center. Haycock (1990) states that there seems to be a basic lack of understanding in reference to the role and function of the public library and the school library media center. This, combined with the territorial and self-preservationist attitudes discussed by Fitzgibbons (1989) causes obstacles for cooperation between the two institutions. In the 1986 survey of 47 public libraries and 147 secondary schools by Callison, Fink and Hager, respondents indicated a desire for more communication and a need for increased cooperation between the two groups. However, when questioned about joint meetings, they stated there was a lack of the necessary time, lack of discussion ideas and a precedent (Callison, Fink, & Hager, 1986). Blanche Wools determined in a 1972 survey that a lack of communication and long range cooperative planning existed between the two groups. (Callison, Fink, & Hager, 1986).

Shannon (1991) surveyed in early 1990 secondary school librarians and public librarians in one North Carolina county. Her survey was to determine the status of cooperation between those two groups. The level of cooperation was evaluated using a model derived from several sources-Billman and Owens (1985), Kester (1990), and Krubsack and Krubsack (1985). Her model included four levels of cooperation:

Level I - No cooperation.
Contact has not been initiated by either group.

Level II- Informal communication.
Sporadic communication exists. Assignment Alerts with some information exchange, are predominant.

Level III- Informal cooperation.
Cooperation is regular and frequent. There is involvement in joint activities and resource sharing.

Level IV - Formal cooperation.
All of the above exists along with written policies and procedures as part of both school library policy and public library policy.

Shannon found that most of the contact between the school libraries and public libraries was on Level II-Informal communication. There was some evidence of Level III-Informal cooperation with visits back and forth and cooperation in special projects.

Billman and Owens (1985/86) note that cooperation is an ongoing process. Shannon's model allows for that process to grow and develop.

Cooperative Activities

In the development of successful cooperative activities, it is important, according to Billman and Owens (1985) to establish

> a mutual attitude of trust and cooperation, a willingness to abandon turf and a library's stand-alone status, a willingness to think more globally and long term about library service, and a willingness and ability to share information materials. (Callison, Fink, & Hager, 1989).

Aaron (1980) notes factors which lead to the success of school library and public library cooperation. These include planning, evaluation; differentiation of roles, technological, monetary, communications, leadership, attitudes and perceptions, and organizational concerns.

Barbara Markuson (1975) defined library cooperation as "any activity between two or more libraries to facilitate,

promote, and enhance library operations, services to users, or use of resources" (p. 98). Some existing activities described in the literature include term paper workshops (Good, 1990), tours (Shannon, 1991; Czopek, 1990; Fitzgibbons 1989), assignment/homework alerts (Callison, Fink and Hager, 1989; Shannon, 1991; Fitzgibbons, 1989), developing periodical union lists (Aaron, 1980; Shannon, 1991), developing and exchanging bibliographies (Aaron, 1980), developing joint community resource files (Aaron, 1980), reciprocal visits (Shannon, 1991), participation in special projects like 'Battle of the Books' and 'Quiz Bowl' (Shannon, 1991), joint publicity for children's/special programs such as summer reading programs (Fitzgibbons, 1989) and computer/modem access to automated collections.

Possibilities for further cooperative activities might include cooperative collection development (Billman and Owens, 1985/86), joint sponsorship of author visits/readings and resource sharing as noted in Level III of Shannon's model.

The development of that mutual trusting and cooperation must have a beginning. The beginning is, as has been noted, initiation and continuation of communication. As budgets grow tighter forcing cutbacks in personnel and purchases of additional resources along with increasing numbers of users, library professionals are faced with the task of doing more

with less. (Fontaine, 1991). Cooperation between public libraries and schools is becoming more of a "necessity than a choice for the future" (Billman and Owens, 1985/86, p. 194). Public librarians and school library media specialists cannot continue to isolate themselves from each other and hope to move forward.

CHAPTER 3

METHODOLOGY AND PROCEDURES

This was a descriptive study using a questionnaire survey methodology. The purpose of the study was to determine public librarians' perceptions of school library media specialists with regard to their roles as educators and professionals. This study was also to determine the influence cooperative ventures had on those perceptions.

Population

The population surveyed in this study was randomly selected from all public libraries listed in Georgia Public Library Statistics, 1989. The 1990 edition was found to contain numerous errors. Consequently, publication and distribution of that particular edition was stopped. The 1991 edition was not ready for distribution.

With 338 public libraries listed in the 1989 document, 50% was considered sufficient for the sample, due to limited time and budget. Using the "Directory of Georgia Public Libraries By Location"--an alphabetical by location listing with the Georgia Public Library Statistics, 1989, the 338 public libraries were divided into 169 groups of two. A coin was tossed 169 times to determine which of the two public libraries in each group would be surveyed. It should

be noted that inclusion on the "Directory of Georgia Public Libraries By Location" list was used as the only criterion.

The survey questionnaire was sent to one public librarian at each of the 169 selected public libraries.

Instrumentation

A survey questionnaire (see Appendix A) was designed to determine public librarians' perceptions of school library media specialists with regard to their roles as educators and library professionals, as well as the influence cooperative ventures had on those perceptions. The survey used a combination of scales--y/n, multiple choice, Likert scale, and open-ended responses. The instrument consisted of three parts. Part I contained general questions related to school library media specialists and cooperative activities. Part II was related more specifically to the roles of the school library media specialist as educators and library professionals. Part III requested demographic information.

Survey questions related to public librarians' general perceptions included Part 1, questions 1-2; Part II, questions 1-17. Questions 5-6 in Part I and Question 14 in Part II dealt with the cooperative activities aspect of this study. Questions 1-9 of Part III requested demographic information. Question 10 in Part III was used as an overall

indicator for discussion, noting respondents' recurrent themes.

To answer the second research question of this study regarding the influence cooperative ventures had on the public librarians' perceptions, data from question 3 in Part I was cross-tabulated with the data from questions 1-17 in Part II.

The survey instrument was critiqued by Georgia State University classmates while still in the design phase. The survey questionnaire was field tested by eight public librarians at two different branch libraries which were not selected for inclusion in the survey sample. They received the survey instrument along with a cover letter (see Appendix B) explaining the purpose of the survey. They were asked to complete the survey noting time required, unclear questions, unclear terminology, as well as any other comments they felt were helpful to the researcher. Their suggestions and comments were used to modify the survey instrument.

Data Collection

A copy of the survey instrument and an accompanying cover letter (see Appendix C) were mailed to public librarians at the selected public libraries along with a self-addressed stamped envelope for returning the survey. Respondents were asked to return the survey within ten

working days. A follow-up postcard was mailed after five days with another survey packet mailed if there was no response within five days after the postcard.

The questionnaire gave specific instructions for completion by the respondents. A code number was assigned to each participant in the sample for follow-up, if necessary. No location identification was requested of the respondents to ensure confidentiality.

Analysis of the Data

Data were tabulated using descriptive statistics, by frequency of response and percent of total responses to assess the public librarians' general perceptions of school library media specialists. Inferential statistics, specifically chi-square analysis were used to determine the influence of public library/school library media center cooperative ventures on the public librarians' perceptions. The collected data was tabulated and analyzed by computer using the Statistical Package for the Social Sciences.

Incomplete questionnaires were included in the tabulation, using the portions of the survey which were completed.

Chapter 4

RESULTS

The purpose of this study was to determine the general perceptions public librarians had regarding school library media specialists and to determine the influence of cooperative efforts on those perceptions.

One hundred sixty-nine survey questionnaires were mailed to 169 randomly selected public libraries listed in Georgia Public Library Statistics, 1989. The survey questionnaire was addressed to one public librarian at each of the 169 selected public libraries.

Of the 169 surveys mailed, 104 (61.5%) surveys were returned. This number included nine surveys which were partially completed. As much information as could be obtained from these was used. Three surveys were returned unmarked and were not included in the tabulated results.

Public Librarians' Perceptions

Question 1 in Part 1 of the survey was concerned with the public librarians' overall experiences with school library media specialists. Fifty-one respondents (49%) indicated their general experiences were positive. Mixed experiences were indicated by 39.4% of the respondents. While none indicated negative experiences, 11.5% reported having no experiences with school library media specialists.

Questions 1-17 in Part II requested the public librarians' responses to statements describing the school library media specialist's role as an educator (questions 1, 3, 6, 8, 10, 11, and 15) and as a library media professional (questions 2, 4, 5, 7, 9, 12, 13, 14, 16, and 17). Question 2 in Part I was concerned with the public librarians' idea of the typical educational level of a school library media specialist.

School Library Media Specialists As Educators

Among public librarians, 95.9% responded that school library media specialists possess skills important to the total educational process. Over half felt that school library media specialists were effective providers of library information skills instruction and were effective teachers (See Table 1).

Table 1

School Library Media Specialists As Educators

Characteristics	Str. Agree /Agree	Str. Disag. /Disagree	No Opinion	Total
Possess educational skills	95.9	0.0	4.1	100.0
Suited for administration	42.2	21.7	36.1	100.0
Earn appropriate salary	41.1	28.5	30.5	100.0
Plan units with teachers	43.3	23.7	33.0	100.0
Are school leaders	45.4	18.5	36.1	100.0
Provide skills instruction	75.0	10.4	14.6	100.0
Are effective teachers	64.3	7.1	28.6	100.0

School Library Media Specialists As Library/Media Professionals

Questions 2, 4, 5, 7, 9, 12, 13, 14, 16, and 17 asked for responses concerning the school library media specialists in the role of library/media professionals. The majority of public librarians responded that school library media specialists possess good organizational skills, are current on professional developments, and are interpersonally and technologically skilled. Over one half (69.4%) indicated that school library media specialists are open to cooperative activities (See Table 2). This compared

to the responses to Question 3 in Part I, in that 69.5% of the public librarians indicated that they had previously engaged in cooperative activities with school library media specialists.

Table 2

School Library Media Specialists As Library Media Professionals

Characteristics	Str. Agree /Agree	Str. Disag. /Disagree	No Opinion	Total
Possess organizational skills	74.5	5.1	20.4	100.0
Keep up with prof. developments	71.4	9.2	19.4	100.0
Are interpersonally skilled	73.2	4.1	22.7	100.0
Are task oriented	61.3	3.1	35.7	100.0
Are technologically skilled	62.3	13.2	24.5	100.0
Are risk-takers	25.5	27.5	46.9	100.0
Are active professionally	58.8	12.4	28.9	100.0
Are open to cooperation	69.4	14.8	15.8	100.0
Promote good public relations	65.3	13.2	21.4	100.0
Practice collection development	68.3	7.1	24.5	100.0

Cooperative Activities

Questions 3-5 in Part I requested information on cooperative activities. Seventy respondents (69.3%) had previously engaged in cooperative activities with a school

library media specialist. Most of those activities (58.8%) were organized through the library system as opposed to through the branch library. The largest percentage of activities occurred twice a school year. (see Table 3).

Table 3

Frequency of Cooperative Activities

Occurrence	Number	Percent
Once a week	4	5.7
Every other week	5	7.1
Every other month	6	8.6
Every three months	6	8.6
Twice a school year	25	35.7
Once a school year	10	14.3
Other	14	20.0
Total	70	100.0

Note: No response = 34.

Questions 1-17, Part II were cross-tabulated with question 3, Part I to determine if cooperative ventures had an influence on the public librarians' perceptions of school library media specialists.

Chi-square analysis resulted in those items which were statistically significant at the .05 level or above and are noted in Table 4.

Table 4

Items of Significance on Survey Questionnaire

Significant Item	Chi-square Value	Significance Level
SLMS and teacher planning	5.09014	.02406
SLMS and professional assoc.	3.95981	.04660
SLMS's openness to coop. act.	5.54113	.01857

DF=1

Analysis of the remaining 14 questions of Part II with question 3 of Part I did not produce statistically significant results.

Demographics

The majority (89.5 %) of the survey respondents were female, between the ages of 31-60 (78.5%). Most (77.5%) of the public librarians surveyed work in a branch library with a collection of 15,000-49,999 volumes (45.4%). While most (44%) have worked in the library/information science field 11-20 years. 28% have worked in a school library media center.

Positions in management or reference services were most frequently represented (see Table 5). As the respondents were asked to mark all areas that apply to their area(s) of employment, some overlap was expected.

Table 5

Library Services Represented

Area	Number	Percent
Management Services	64	62.7
Reference Services	53	52.0
YA Services	33	32.4
Computer Services	20	19.6
Technical Services	16	15.7
Circulation Services	52	51.0
Children's Services	45	44.1
Administration	46	45.1
Other	20	19.6

Over half (60.2%) of the respondents reported that their education background was in library/information science with 31.4% having a college degree and 47.1% holding a master's degree.

Respondents' comments to question 10, Part III are noted in the appendix (see Appendix D).

Chapter 5

DISCUSSION AND CONCLUSIONS

The purpose of this study was to determine the general perceptions public librarians had regarding school library media specialists and to determine the influence cooperative ventures had on those perceptions.

Findings

Public librarians generally perceived school library media specialists as effective educators possessing skills important to the total educational process and providing effective library information skills instruction. They also perceived school library media specialists as skilled library professionals possessing good organizational skills, keeping current with developments in the profession and as interpersonally skilled individuals.

Over two-thirds of the public librarians had previously engaged in cooperative activities with school library media specialists. Their perceptions were most influenced by the a) cooperative planning between school library media specialists and teachers, b) school library media specialists' involvement in professional associations, and c) school library media specialists' openness to cooperation with public librarians.

Discussion

Public librarians, in general, have had positive experiences with school library media specialists. Over two-thirds of the survey respondents indicated that their school counterparts were open to cooperative activities.

Fitzgibbons (1989) noted that as early as 1897, cooperation between school and public libraries was recommended by an American Library Association committee. In 1986, a survey of public libraries and secondary schools by Callison, Fink and Hager (1986), respondents noted a desire for more communication and a need for increased cooperation. Shannon (1991) surveyed secondary school librarians and public librarians and found that most of the contact was informal communication, such as Assignment/Homework Alerts.

Half of the respondents to this survey indicated cooperative activities occurring once or twice a school year. These results seem to indicate an informal pattern of cooperation, however over half of the activities were organized through the library system as opposed to the branch library. This concurred with research by Sullivan (1979). She noted that planning for cooperative activities often originates from a supervisory level. At this level, there is the possibility of a lack of practical knowledge of the interests and needs of those libraries farther down the ladder (Aaron, 1980). This seems to imply a lack of

communication between the local school and the community branch library. Young (1979) states that cooperation begins with communication and that communication is the most important single factor in cooperation.

Further research on the topic might explore the identity and role of the initiator of cooperative activities. Is the success of an activity influenced by the initiator's position (i.e. public library supervisor vs branch librarian, school system media coordinator vs. school library media specialist or classroom teacher)? Using a scale, such as Shannon's, what determinations can be made relative to the level of cooperation as it currently exists?

Applications

While this study indicates that cooperation is evident between public libraries and school libraries, the frequency and level needs improvement. Librarians (public and school) are faced with providing the same or improved level of service to their users with decreasing budgets for materials, services, and personnel. A natural response to this is to do more with what is available. Cooperation begins and continues with contact. Cooperation flourishes with planning and succeeds with commitment. Provisions must be in place within the libraries and schools to allow the public librarians and school library media specialists time for the contact and planning necessary for successful and ongoing cooperative activities.

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APPENDIX

Appendix A

SURVEY

Part I. Please circle your response.

1. How would you assess your general experiences with school library media specialists?

   Positive Negative Mixed No experiences

2. What do you think is the typical educational level of a school library media specialist?

High School	Educational Specialist
College	Doctorate
Masters	Other _____

3. Have you engaged in cooperative activities previously with a school library media specialist?

   Yes No

4. If you answered yes to the previous question, were these activities organized through the

   Library System Branch Library

5. If you have previously engaged in cooperative activties with a school library media specialist, approximately how often does this occur?

Once a week	Every three months
Every other week	Twice a school year
Every other month	Once a school year

   Other _____

Part II. Please circle your response to convey your perception of school library media specialists (abbreviated as SLMSs) using the following scale.

A-Strongly agree B-Agree C-Disagree D-Strongly Disagree E-No Opinion

1.	SLMSs possess skills which are important to the total educational process.	A B C D E
2.	SLMSs have good organizational skills.	A B C D E
3.	SLMSs are well-suited for potential positions in school administration.	A B C D E
4.	SLMSs keep up with new developments in the profession.	A B C D E
5.	SLMSs are interpersonally skilled.	A B C D E
6.	The salary of a SLMS is appropriate to their value in the educational system.	A B C D E
7.	SLMSs are task oriented.	A B C D E
8.	SLMSs and teachers plan study units cooperatively.	A B C D E
9.	SLMSs are technologically skilled.	A B C D E
10.	SLMSs leaders in their schools.	A B C D E
11.	SLMSs provide effective library information skills instruction.	A B C D E
12.	SLMSs are risk-takers.	A B C D E
13.	SLMSs are actively involved in professional associations.	A B C D E
14.	SLMSs are open to cooperative activities with public libraries.	A B C D E
15.	SLMSs are effective teachers.	A B C D E
16.	SLMSs promote good public relations.	A B C D E
17.	SLMSs practice collection development.	A B C D E

Part III. Please circle your response.

1. Are you
   Male Female

2. Are you
   Under 21 31-40 51-60
   21-30 41-50 Over 60

3. What is your highest educational level?
   High School Educational Specialist
   College Doctorate
   Masters Other _____

4. Have you ever worked in a school library media center?
   Yes No

5. Is your educational background in library /information sciences?
   Yes No

6. In what capacity within the library do you work? Circle all that apply.
   Management Services Technical Services
   Reference Services Circulation Services
   YA Services Children's Services
   Computer Services Administration
   Other _____

7. How many years have you worked in the library/information science field?
   1-5 11-15 21+
   6-10 16-20

8. Are you working in a
   main library branch library

9. What is the size of your book collection?
   less than 999 10,000-14,999 50,000-75,000
   1000-4999 15,000-24,999 75,000-100,000
   5000-9999 25,000-49,999 100,000 +

10. How is the role of a public librarian different from the role of a school library media specialist?

_____

_____

_____

Appendix B

2121 Whitebluff Way
Buford, GA 30518
December 2, 1991

Dear Public Librarian,

I am a media specialist at Chattahoochee Elementary School in Duluth and a graduate student at Georgia State University in pursuit of a Specialist in Education degree in Library Media Technology.

My research study is entitled "Public Librarians' Perceptions of School Library Media Specialists" and involves surveying public librarians across Georgia. These have been selected using a random sampling technique. Your particular library was not part of the testing sample. Prior to distributing my survey however, I have requested your help in field testing this survey.

I am interested in

- -time required to complete the survey
- -unclear questions
- -unclear terminology.

As you respond to the survey, please write your comments in the margins, noting the time required on the last page. Please feel free to recommend any changes or modifications that you feel would improve the survey.

I appreciate your help in responding to and evaluating this instrument. I have made arrangements with the branch manager to pick these up.

Thank you.

Sincerely,

Appendix C

2121 Whitebluff Way
Buford, GA 30518
December 13, 1991

Dear Public Librarian:

I am a media specialist at Chattahoochee Elementary School in Duluth, Georgia and also a student at Georgia State University pursuing a Specialist in Education degree in Library Media Technology. I am presently working on my research study which is entitled "Public Librarians' Perceptions of School Library Media Specialists. My research includes a survey of public librarians to determine their general perceptions of school library media specialists and cooperative activities involving these two groups of professionals.

A random sample of public librarians across the state were selected to participate in this study. Your direct response to this survey is important to obtain an accurate representative sampling of information.

All information will be anonymous and confidential. The code number on the questionnaire is for tabulating returned surveys. Please take a few minutes to complete the attached survey and return it to me in the enclosed self-addressed stamped envelope by December 23, 1991.

The final paper will be cataloged and housed in the Instructional Resource Center in Pullen Library at Georgia State University.

Thank you very much for your assistance in this project.

Sincerely,

Appendix D

COMMENTS FROM QUESTION 10, PART III

-Patron diversity.
Instructional responsibility.

-We see all ages at any time. SLMS are contained as to ages and times. We also have to have a broader knowledge of books from JE to adult nonfiction.

-Public librarians serve the whole child. School library media specialists serve the child as he relates to the school curriculum.

-Public librarians provide service to the overall public, targeting specified roles.

-Public librarian has a more varied clientele according to age, tastes, race, education.

-I assume the library media specialist's role is to support the school assignments and provide reference and readers advisory toward this goal, whereas the public librarians serves a larger audience of all ages and educational levels.

-Broader age coverage knowledge-more or less depending
Less AV knowledge thought to be required.

-Public librarians serve broader patronage and their collections are tailored to a specific community, or subject area; SLMSs serve students in a designated school, and their collection supports the school's or system curriculum.

-SLMS serve a much more limited population therefore can focus more accurately on patron's needs.

-Rules are different-time for checkouts are different, services provided are some different-materials are less in number but more in variety

-We work with students and adults.

-A public librarian deals with all ages and with many diverse subjects. A school media specialist would work with children in providing materials related to a specific school population.

-The public librarian serves a much broader range of the community (from age, educational background, socio-economic level) than the SLMS. The SLMS also is a coordinator with the teachers to meet their needs while the public librarian has less chance to prepare for specific student assignments and must broadly be ready. (Because teachers do not work closely with public librarians despite the librarians's attempt to exchange hands.)

-The public librarian has day to day contact with many patrons, young, old, rich, poor, sane, insane, juvenile delinquents, etc.

-Work with adults as well as children. Year round work, night work, some days.

-Public librarians serve the entire community; school media specialists deal with a limited age group

-I think it is closer contact with students on a daily basis.

-Much broader field in areas of information for the public reading tastes. Much more pleasant than the confines of a school library.

-The role of a public librarian is less personal with the patrons and longer hours per day and week are required.

-A public librarian has a much larger group of people to work with and no specific curriculum to support in book selection.

-I honestly don't know.

-Do not have a limited clientele to serve in a very limited slate of hours. Public librarians must be more widely read and aware of the world around them.

-The public librarian deals with all ages and a wider range of materials.

-Work with the entire public and not just with the children. School media specialists are more involved with educational needs rather than recreational.

-Deal with all ages and broader range of interests

-The public librarian has a much broader population that is served which causes its basic role to virtually be "everything for everybody" - job resume books; business

information; readers advisory service; car repair manuals; and of course, helping with school reports.

-SLMS serves needs of school (teachers and students). Public librarians serve needs of community (all ages).

-The public librarian serves a much broader range of people, all ages, etc. This gives us a different position when doing collection development and reference services. Rules and policies cover a broader range also.

-The public librarian serves the general adult public plus school children and must be able to effectively serve the information needs of all ages and educational levels.

-I would say so - yes.

-Working conditions and hours-very different. Much greater emphasis on pop. fiction and children's "programs".

-SLMS support school activities, teachers and students (small part of community). PL support entire community.

-Public librarian is not bound by the curriculum.

-The SLMS operates within a controlled environment which enables them to better maintain their collection. They also have more concise collection needs since they are serving a limited patronage. Presently, the SLMSs I work with are excellent however in the past my experiences have been less so.

-The two have very similar roles but the public librarian deals with patrons of wider age levels-- usually teaching the usage of library for the public librarian is on one-to-one basis and the school media specialist is on a group basis.

-Theoretically, our roles are the same--to serve our 'publics'. How we serve may be different. What should be important to both groups is determining where we can connect and collaborate to serve more efficiently.

-We are dealing with a much broader age group, broader interest in reading, broader subject matter.

-Public librarian is reaching and teaching all ages in an instructional environment. Yes, we teach all the time!

-Must build of collection for all ages. Serve everyone who walks in the door.

-We have to direct our collection development, programs and other services to a much broader age range. We usually have less information about the nature of students' assignments than do librarians at the schools, and therefore have to do more "guessing" when helping a student. This is probably because most public school teachers have less time to communicate with us, but due to proximity to school librarians can interact more on assignments they give students.

-A public librarian deals with a wider range of personalities and subject matter.

-Public libraries deal with all ages and every possible service available to their particular need.

-More emphasis is placed on serving general public interests/needs rather than students.

-In the public library you deal with all age groups and all kinds of questions. SLMSs deal mainly with students and curriculum.

-Mostly because unlike SLMSs we have to deal with all ages and education levels and meet our patrons needs accordingly. However, I feel that my job would be much harder where it not for the SLMS.

-The role of the public librarian is broader than that of the school library media specialist. This role involves many different ages, types of people, as well as information in a wide variety of formats.

-Do not know

-We serve all people-adult, children, young adults. We serve all people.

-Serve the entire community instead of just the school community; address and support all needs; not limited to school program

-Public librarians deal with wider range of patrons from children to senior citizens; wider range of subjects and levels.

-Public librarians have to meet the needs of all types of people.

-A public librarian deals with all ages from all walks of life. Information specialists in public libraries must have

a command of business reference needs, reading interests in genre fiction, book selection.

-We deal with adults and children many of whom are preschool providing informational and recreational materials and services.

-Our first goal is not to support the curriculum, as SLMS is. Our first goal is to help (1) adult reader/learner out of school (2) handicapped (3) preschoolers (4) all others in schools who have SLMS of their own. YEs, we do a lot of this but it is in perspective with all else we do.

-Much broader range of people served. More administrative, financial, managerial skills needed. Less individual contact for skills training. Public librarians supplement educational needs. Should not be "school library".

-Public librarians work with all age levels. Public libraries are open more hours and often times are the only libraries used by students.

-A public librarian probably deals with a wider age span of individuals.

-We must serve all patrons (wide range of ages, races, etc.) Materials for a wide range of interests (study, leisure reading, etc.). We do not have the advantage of co-ordinating our purchasing with a curriculum.

-Wider variety of clientele, goals more varied, subject areas covered more varied.

-The age range of patrons served, the focus of library services and funding.

-Very different-the public library serves all walks of life.

-Wider range of programs.

-School media specialists deal mostly with adolescents and young adults. Public librarians must deal not only with persons of all ages, but also a much broader spectrum of books and information.

-Much more interactive with community. Dependent on many sources for funding support, thus must meet the needs of a far wider variety of users. Much longer hours, irregular hours. Either work in a more specific area, i.e. reference, requiring in-depth knowledge or work as a generalist with broader responsibility.

School media specialists and public librarians need to combine forces politically and professionally to gain more services and materials for school age and adult students.
I may be wrong, but there seems to be much more opportunity for leadership to public librarianship because of the possibility to move into administration, which it appears seldom happens for media specialists.
From my experience in 3 states, it appears teachers and school administrators do not accord media specialists and librarians the professional recognition they deserve. We all need to work on this--together.

-The public librarians must deal with all types of persons. The school library media specialist must deal only with students.

-Overall, their audience is different. Censorship, of concern over subject matter is heightened in a school setting. Fundamentally, SLMSs serve a young population, while public librarians have to cover all ages and interests.

-In the simplest form--definition of public and school and their user/target groups.

-Public librarian has to be oriented toward serving all age levels and meeting their needs which are not just school related.

-More diversified clientele served by public librarians

-You deal with the general public with a mixed age group with different educational levels.

-The public librarians must service a wider range of ages and diverse interests.

-Public librarian has general responsibility to the whole public combined with greater emphasis on public funding and building operations.

-The public librarian serves a more general population with a broader collection.

-I do not know.

-Much easier.

-Broader experience-focus on all ages and interests. Better library ed. unless MS has MLS.

-More teaching skills are necessary for SLMSs, but basic role is much the same. I don't understand the "media" part of the title; why not "librarian" or "information specialist"--kids need to know that "libraries" and "media centers" are related. The "library" is what they will use as adults.

-A public librarian serves a large portion of the community rather than having the great responsibility of serving a small group alone

-Media specialist seems to concentrate on the AV aspect. PL more involved with total population.

-Public libraries lend themselves more to books than media, however, much media has been added in the last decade. Public libraries deal with all people, all ages, all types of interests. Ours focuses on pre-school story hours for interest grabbing and comprehension. My college students who began here tell me how much it meant to them in getting a 'head start" in school. Public library serves doctors, lawyers, city officials, school-private and parochial. Also churches, nursing homes, garden clubs and other civic clubs, etc. The book collection is much larger and extensive. Fiction is more balanced along with best sellers more dramatic.

-We are not just centered on education. We serve all needs of learning and pleasure reading. We have a larger circulation with the school students' needs.

-Smaller more condensed clientele than a public librarian, less freedom than a public librarian.

-Much broader spectrum of patron services, more autonomy in book ordering and program selection, less dealing with disciplinary problems.

-The public library serves a board age range whereas the school library serves a "specialized" group of patrons.

-More specialized clientele; more emphasis on "media" (videocassettes, etc.). service to schools is only one aspect of public library service.

-Public librarians serve the needs of the whole community as well as needs of students so they must be aware of needs from youngest patron to oldest seniors.

-Media specialist must plan collection development to meet the needs of their students while public librarians must

meet the information and recreational needs of a broad spectrum of the population.

-We are able of offer a broader scope of materials.

-School librarians have to work within the educational bureaucracy. Your boss is not a librarian. You get pathetic little book budget but plenty of $ for computers, videos and other media. School libraries are totally inadequate to handle the new whole language movement. I think whole language is wonderful but your schools have to help provide the books! And provide time for the children to borrow books-books plural, not just one at a time.
The public library spreads itself too thin. We try to be school library, preschool library, college library, research library, popular bookstore, business library, law library, music library, video library, etc. No, we don't do any of them very well! It is frustrating. We try to serve all ages from babies to senior citizens (with large print). Also we have to do junky government jobs like voter registration and tax forms. And this still isn't enough. People want us to be notaries and sell postage stamps. They want us to be open 7 days a week and 18 hours a day.
Another difference I can think of is that I imagine media specialists get toplan their time more than public librarians do. You probably make appointments for the classes who come visit you. We offer storytimes at scheduled times but at the same time we have to be open to an onslaught of questions from the public from 9 AM to 9 PM. The biggest rush of patron demand comes when we are tired--4:30-6 PM on weekdays--or working on a skeleton crew-Saturdays. Sometimes we get so tired we wish the patrons would go away and we dread the difficult questions! We do so much quantity of work we don't have time for any quality.

-Public and academic librarians are specialists whereas media specialists are "general practitioners".